## Checklist for Assessing Effective Professional Development

<table>
<thead>
<tr>
<th>Element</th>
<th>Present/Not Present</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connects to curriculum and learning standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses constructivist, inquiry approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses explicit model of student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides resources/lessons for immediate teacher use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Active learning experiences

- Observing expert teachers
- Being observed while teaching
- Engaging in interactive feedback or discussion
- Reviewing student work in a content area
- Leading discussions

### Coherence

- Between teacher beliefs / knowledge and content of PD
- Between local education policies or reform efforts and content of PD
- Explicit connections between PD and classroom practices
- Coaching and mentoring in classrooms

### Duration and Intensity

- Average of at least 49 hours
- Includes or allows for multiple in-classroom coaching and mentoring sessions over at least two terms

### NOTES:

http://www.emints.org
325 Clark Hall, Columbia, MO USA 65211
Connecting instructional technology professional development to teacher and student outcomes. Journal of Research on Technology in Education. 43 (1), 53-75.